



# Progress in gender equality

New practices on structural change  
in marine sciences





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## Dear readers,

the author of the famous book “What works”, Prof. Iris Bohnet from Harvard Kennedy School, says that “gender equality is a complicated issue and there is no one easy solution and no silver bullet.” Furthermore, she stated that “not the women have to change but the rules of the game.” This is why we focus on structural changes in order to achieve more gender equality in research organisations. What initially started as an idea for improving gender equality plans has since developed into the successful “Baltic Gender” project, in the course of which a variety of gender equality measures were initiated, assessed and further developed at eight partner institutions in five EU countries located in the Baltic Sea region. The project has focussed on marine sciences institutions because female scientists are still strongly under-represented in this area; however, all findings, outcomes and recommendations are surely also valid for other areas of science.

At the beginning of the project we looked at best-practice examples of structural changes in the partner institutions, both innovative and well-established measures to successfully support gender equality which were there before the project started. After assessing their quality, a total of 13

best practices were selected and published in a public brochure. Now that the four-year period of the Baltic Gender project is coming to an end, a progress report has been produced which shows the further developments of best practices and presents general findings and recommendations on helpful structures, necessary conditions and possible challenges. Progress in a “complicated issue” like gender equality is not easy to measure, but we took the challenge on and attempted an assessment of practices which appear to be a sort of spin-off of Baltic Gender and/or further development of already established measures. In a final evaluation and selection process, we defined seven new and innovative gender equality initiatives that were developed in the partner institutions during the project period and under the impact of the project’s findings and outcomes. All best and new practices may give you inspiration and support in your own efforts to achieve greater gender equality in your institution.

Progress in gender equality requires a lot of awareness, knowledge, openness and commitment by and from a large number of stakeholders. As “there is no one easy solution and no silver bullet”, it requires many diffe-



rent approaches, perspectives and ideas and also many different ways of implementation, especially with regard to different countries with different legal and cultural backgrounds. All these aspects were part of the EU “Baltic Gender” project, which offered all those involved great opportunities for mutual learning. I would like to recognize all partner institutions for their development regarding gender equality in marine sciences. Thank you very much for this gender-conscious trip through the Baltic Sea!

### Dr Iris Werner

Central gender equality commissioner of Kiel University, head of the central Office for Gender Equality, Diversity and Family, and principal investigator in Baltic Gender

# Progress in gender equality

## Table with the categories plus explanation



### Recruitment

A practice in this category is a measure that helps to acquire new staff under gender-fair conditions and regulations.



### Staff development

A practice in this category is a measure that focuses on gender-fair career advancement and professional development within the institution.



### Awareness

A practice in this category is a measure that tries to break up gender stereotypes and raise awareness of (implicit) gender-biases.



### Resources

A practice in this category is a measure that takes gender proportions and funding allocation into account.



### Decision-making

A practice in this category is a measure that tries to ensure equal representation of women and men on boards and committees.

## The Baltic Gender project

During the [Baltic Gender project](#) (2016–2020) there was a huge impact regarding gender equality in the partner institutions. Mutual learning between the institutions took place, institutional practices were exchanged and, thanks to the Baltic Gender project, two institutions (the Estonian Marine Institute at the University of Tartu and Klaipėda University in Lithuania) developed their first GEP. Practical schemes and innovative strategies that promote gender equality in marine sciences were developed and disseminated within the institutions and beyond. A strong network has been established which will continue after the project phase.



## The Baltic Gender consortium

The project has eight partner institutions from five countries around the Baltic Sea.

- GEOMAR Helmholtz Centre for Ocean Research Kiel (GEOMAR), Germany
- Estonian Marine Institute, University of Tartu (UT-EMI), Estonia
- Kiel University (Kiel CAU), Germany
- Kiel University of Applied Sciences (Kiel UAS), Germany
- Klaipėda University (KU), Lithuania
- Lund University (LU), Sweden
- Finnish Environment Institute (SYKE), Finland
- The Leibniz Institute for Baltic Sea Research, Warnemünde (IOW), Germany

## Aim and structure of the brochure

The aim of this brochure is to highlight new practices of structural change which were developed during the project period, in addition to the tasks that were planned for each institution. The brochure presents a total of seven new gender equality practices of structural change from four partner institutions. The five categories identified in the first brochure [“Gender equality in marine sciences: Best practices on structural change”](#) (August 2018) were also used here to categorize the new measures (see table on page 4). They were helpful in underlining the main aim of each measure and for presenting them in a clear and simple way. This should also help institutions that want to improve gender equality to comfortably find the appropriate practice for their purpose.

The new measures presented in this brochure do not have to meet the selection criteria developed for the first brochure, because they are only in place for a short time and there is no



or only little experience of their impact. While the first brochure followed the logic of presenting particularly successful measures, the second brochure aims to present innovative gender equality measures also stimulated by the Baltic Gender project. This is the reason why the measures are accompanied by a box, which underlines the innovative character of the measure (💡 **NEW**). For some measures another box stresses the influence of the Baltic Gender project for the initiation of these measures.

In the chapter “Progress on already existing measures: Dealing with sexual harassment”, we focus on a best practice, “Official information sheet on dealing with sexual harassment” that has been further developed during the project period and, more generally, on a topic – dealing with sexual harassment – that has been of great concern to most institutions over the last four years.

# Compensation of female engagement in academic boards and committees



Academic self-management is one of the major tasks of faculty staff, together with research and teaching. The willingness to be active in academic self-management is one criteria during the appointment process, underlining its importance for the institution. Academic self-management also allows taking influence in the institution. This is one of the reasons why it is essential that women are involved in university decision-making bodies.

Of course both women and men are involved in academic self-management, but because women – particularly those at higher career levels – are usually under-represented in their institutes, they are proportionally more involved in the different committees. At Kiel University, (appointment) committees should be equally staffed, if possible, according to the Higher Education Act of the Federal

At the moment, due to the COVID-19 pandemic, most of the appointment committee meetings at Kiel University are being held digitally.





## Decision-making

State of Schleswig-Holstein. In addition to this soft quota, Kiel University's statutes for professorship appointment procedures also include a hard 40 % quota for women in the respective committees.

Due to the fact that women are still under-represented in professorship positions, they have to participate in committees and boards more often than their male colleagues and have correspondingly less time for research and for preparing their teaching. This commitment will continue to be above average until an almost balanced gender proportion is achieved in professorship positions.



### **NEW:**

**Compensation of the disproportionate work in academic self-management with a reduction of the teaching workload. Up until now, this was only granted to professors who held certain positions, like Dean of the faculty.**

The core idea of this new gender equality measure at Kiel University is to ensure the representation of female professors in decision-making bodies by compensating their above-average commitments via a reduction in their teaching loads. In addition, the Faculty of Arts and Humanities also offers the receipt of funds for student assistants. An individual application must be submitted for each of the two compensation options. The University Board makes the decision on the approval of an applied teaching reduction, and the Dean comments on the application beforehand. The decision on providing student assistants is made by the Convention of the Faculty of Arts and Humanities, and the Committee for Gender Equality and Diversity recommends a decision to the Convention. Applications can be made at any time.

The idea started at the Faculty of Arts and Humanities in 2014 with the possibility to apply for student assistants. However, a survey among female professors initiated by the faculty's gender equality officers showed that a reduction in teaching commitments

would be a compensation option that many female professors would prefer. Accordingly, the gender equality officers, together with the Dean and the University Board, made an effort to ensure that teaching reductions are now also possible throughout the university for female professors with above-average commitments. The Academic Senate of the university approved this regulation.

This measure is included in Kiel University's new Gender Equality Plan adopted by the University Board in June 2020. Evaluation and further development of these measures is planned.

### **DECISION-MAKING:**

**To guarantee women the access to (especially appointment) committees, they are supported with appropriate compensation measures like student assistants or a reduction of the teaching workload.**

# Funding for female “Hochschulpakt” lecturers



**Female scientists with predominant teaching activities (especially those in “Hochschulpakt” positions) often do not have adequate resources (e.g. time, funding) to keep up to date with the latest research or to conduct their own research projects.**

Therefore, Kiel University has been offering a financial support programme specifically for this target group since 2019. In the first round of calls for proposals, the budget was €15,000 to be divided between the selected applicants. The response to the first call for proposals was huge and 6 out of 18 applications were approved.

This gender equality measure intends to make an actual contribution to enabling female scientists to continue carrying out their own research activities and to establish career-relevant networks in the respective scientific

In the second round of calls for proposals (2021), the budget has been increased to € 40,000.





## Resources

community. The measure is financed from the Programme for Female Professors III by the German federal and state governments (five-year period) and is the responsibility of the gender equality officer.

**Process:** Applications have to be sent to the gender equality officer at Kiel University. The applications received are reviewed by the Central Gender Equality Committee of the Senate, which then makes the decision on funding.



### NEW:

Until now at Kiel University, it was typical to finance/reward PhDs or Postdocs for their research. For the first time, this funding takes account of the specific needs of the “Hochschulpakt” staff with high teaching loads, which mainly consists of female scientists, and gives them an adequate chance to pursue their research.

**Criteria/prerequisites** to be funded are:

- a current position with predominant teaching activities,
- the funds are required either for the applicant’s further academic qualifications and/or for a research project,
- the motivation of the candidate for further work in science,
- publications, prizes and teaching and supervision services provided.

**Funding** can be applied for:

- material costs (e.g. chemicals, books, printing costs),
- student assistants,
- assignments to third parties (e.g. analysis, test persons),
- travel (e.g. field research, conferences).

In view of the fact that there were already significantly more applications than possible funding in the first round of calls for proposals, the gender equality officer aims to continue the funding of female “Hochschulpakt” lecturers in the future.

### “Hochschulpakt” in Germany:

School and higher education are the sovereignty of the German federal states. In order to cope with the increasing number of anticipated high school graduates and students, funds are made available through an administrative agreement between the federal government and the federal states called the “Hochschulpakt” (Higher Education Pact). These funds are used to provide the enhanced academic teaching loads and to improve the quality of teaching at universities, with priority being given to scientists with predominant teaching activities. The Higher Education Pact had three phases and is now – due to the continuously high number of students – being consolidated in the so-called “Future Pact”.

### RESOURCES:

This funding gives female HSP employees the chance to pursue their research while maintaining their high teaching workloads.

# Recruitment of schoolgirls: **interest**Ing!



Based on the innovative project-based course “StartIng!” Kiel University of Applied Sciences (Kiel UAS) developed a new project-based course in 2019 for pupils interested in studying mechanical engineering, computer science and electrical engineering at Kiel UAS: “interestIng!”. The aim of this project is to motivate students in the final years of their school careers to start thinking about their professional orientation.

Hands-on practice makes the theory tangible and applicable. The participants of the interestIng! project collect material experiences in order to solve the practical task of the sponsor company: the development of a minimalistic emergency respirator.





## Recruitment

The successful project StartIng! is described in the former brochure “Gender equality in marine sciences. Best practices on structural changes”. Based on the positive response to this project, the project leaders decided to develop a new project with the aim of attracting students in the final years of their schooling to engineering topics. The idea is to inform the future students about studying at Kiel UAS and to show in a very practical way what an engineering degree and profession can look like. In one project week, the young participants work in teams to find a practical solution for a real problem in the field of engineering or computer science. The focus is on the recruitment of women and of first-generation students. The target



### NEW:

A project-based recruitment process for future students, focusing on female students in the final years of their schooling. The practical introduction to the engineering subjects should reduce prejudices within these subjects.

ted approach and promotion of female students intends to increase the enrolment of women in technical or STEM degree programmes. The departments of computer science and electrical and mechanical engineering at Kiel UAS place particular emphasis on heterogeneous groups.

For the pilot phase in 2019, the project initiators established a cooperation with three schools in Kiel. 60 students in the final years of their school careers took part in the project week and were divided into three teams. Each group received expert support from two professional coaches who used a peer-to-peer teaching format to guide feedback rounds for self-reflection. During this week, in addition to the extensive support, which aims to support the development of hard and soft skills (teaching of professional and interdisciplinary skills), there was the chance to talk about studies, professional orientation and job opportunities. The participants learned to deal with their own educational options. The goal was to encourage them to get to know Kiel UAS and to try it out.

interesting! is to be continued in 2021 at the departments of computer science and electrical engineering as well as mechanical engineering at Kiel UAS. Based on the motto: What makes a team smarter? – More women!

The concept of interestIng! is designed in such a way that the unknown place of study, the university, can be experienced by the participants, so that it develops into a familiar place where they feel comfortable.

### RECRUITMENT:

The Faculties of Mechanical Engineering, Computer Science and Electrical Engineering at Kiel UAS recognize the efficiency of heterogeneous working groups. To build such groups they decide to actively recruit schoolgirls in order to have more female students in their faculties in the future.

# Women Academic Career Service – WACS



German universities of applied sciences (UAS) are specific higher education organisations: they were founded with the aim of training young people for the regional labour market. Their scientific staff mainly consists of professors. UAS are not allowed to reward doctorates and therefore there is no status group of young scientists. To be appointed at a UAS, potential candidates must have several years of practical work experience outside a university.

In order to counteract the significant under-representation of women in professorships – particularly in technology and engineering – Kiel University of Applied Sciences has founded the Women Academic Career Service (WACS). With this new institution, Kiel UAS aims to promote the academic careers of young female scientists. Three intersecting elements form the idea of WACS:

## 1. Inform and mobilise

Regular information events will be organised to make female students aware of the possibilities and require-





## Recruitment

ments for a professorship at a UAS. This includes a campaign in which female professors from Kiel UAS talk about their personal career paths and answer questions from female students. A further focus is on career and life planning events to make female students aware of possible barriers at an early stage and to develop strategies for resolving them together.

A student talent programme is being developed and tested in cooperation with companies and organisations from the region for the target group of high-performing female students, in order to offer targeted support to high-potential women through a systematic qualification programme.



### NEW:

Kiel UAS has decided to actively promote the careers of young female scientists in cooperation with Kiel University, despite this area not primarily being a focus of a university of applied sciences.

### 2. Qualify and bind

Kiel UAS advertises three-year doctoral scholarships for women within the context of a third-party funding programme, preferably in the technical fields. In order to guide women through the doctorate in the best way, WACS offers targeted further training to promote the acquisition of important qualifications and skills in preparation for an academic career and promotes internal networking events. In addition to the doctoral scholarships, the PhD students receive teaching assignments which enable them to gain teaching experience. After completion of the doctorate, Kiel UAS seeks to maintain contact with the young female scientists, e.g. by means of regular alumni meetings and the awarding of teaching assignments. This compact support programme is designed to familiarise female students with the structures of the university and to bind them closely to Kiel UAS.

### 3. Cooperation and networking

Kiel UAS already has a close network with the universities and local compa-

nies in the region. The cooperation with the universities guarantees tailor-made support and is also necessary on account of the universities' right to award doctorates. On the other hand, cooperation with regional organisations and companies paves the way for practical professional experience, which in turn is necessary for an appointment to a professorship at a UAS.

The full-time position of the WACS coordinator as well as the scholarships are currently third-party funded. The high-level management of the university supports the idea of WACS and is very interested in consolidating its structure.

### RECRUITMENT:

WACS is a service centre that offers career advice for young female scientists at Kiel UAS, offers PhD scholarships to young female researchers and provides additional support to gain the skills and qualifications that are needed for professorships at UAS.

# Research on why women are leaving academia



The question “why are women leaving academia to a larger extent than men?” has been on the leadership’s agenda of the Faculty of Science for some time. The high level-management is interested in this issue and in the results regarding related topics of the Baltic Gender project.

In a new project starting in autumn 2020, the Faculty of Science at Lund University will continue collecting data. In the context of this project there will be a questionnaire to find out why women are leaving academia. This will be a kind of follow-up to the data collection in Baltic Gender in 2017, where a survey was conducted on the proportion of PhD students (women and men) who had graduated during 2007–2016 from the Faculty of Science and were still employed in academia somewhere in the world.

Lund University is interested in becoming a more diverse university and in finding out why women are leaving academia.



## Staff development

In this new data collection the focus will be on current PhD students at the Faculty of Science and if their motivation to stay in science changes during the course of their PhD studies.

In combination, PhD students will be asked why they want to do their PhD (the main aim) in order to investigate how and why their motivation changes over time. The idea is to not just ask afterwards, but also along the way. The motivation of the faculty to support this project is the genuine interest in keeping women at the university, and discovering if the culture in the faculty is contributing to the fact that more female PhD students do not continue with careers in academia. The leadership of the faculty wants to find out the reasons why the faculty is not attractive enough for young women.



### NEW:

An internal survey that directly examines retaining women in science.

The Pro-Dean of the Faculty of Science, responsible for third cycle education, was interested in the data collected by Baltic Gender and members of the Equality Board and the Baltic Gender team from Lund University decided to apply for resources in a call advertised at Lund University to implement measures for a diverse university. The idea is to use the allocated funds to examine the reasons why women are leaving academia. According to this aim, new measures have to be developed, but to do so, it is necessary to analyse the general situation for women in the academic system first. To develop new measures it is crucial to precisely define the aim of the measure and to know why such a measure is needed. The concluding important step of this research project would be to implement the results of the project in the university structure.



### lasting impact:

A Baltic Gender member together with the person responsible for Higher Education at the Faculty of Science had the initial idea for the project. After a few exploratory talks within the faculty, they sent the application for funding in January 2020. The Baltic Gender member will lead this project.

### STAFF DEVELOPMENT:

The aim is to discover the reasons why women are leaving academia in order to develop a gender-sensitive working place and a working environment compatible with the needs of women. The aims are to keep women in science and ensure a diverse work setting/workforce at the faculty.



# Career talks with female employees



Talks on a voluntary basis took place at Klaipeda University between pregnant women, the director of the Marine Research Institute and a Baltic Gender team member. These talks were initiated by the Baltic Gender Project, whose aims include improving the compatibility of work and family life and facilitating the re-entry of female scientists after career breaks. The talks began by using a checklist developed in Baltic Gender to identify possible support offers during maternity and parental leave.

Keeping contact with women during their career breaks gives them the opportunity to remain within the scientific community during maternity leave.



## Staff development

Since parental leave often means a longer career break due to the low number of kindergarten places, the time after re-entry as well as basic career plans were also briefly discussed. In a relaxed atmosphere and on a low-threshold level, the participants also considered whether a mentor or coach could be helpful for the further career path and which further career steps would be conceivable after parental leave. Thanks to these discussions, the director of the Marine Research Institute at Klaipeda University gained a much better insight into the career ideas of his female employees. None of the female academics has yet returned from parental leave, so a

final evaluation is still pending. However, the experiences so far have been extremely positive, which is why the director of the Marine Research Institute and the Baltic Gender team member are keen to continue these talks and, if possible, to implement the wishes and suggestions of the staff together.

The Dean of the Faculty of Marine Technology and Natural Sciences, who is also involved in Baltic Gender, already held career development talks with her staff before the project began and considers them helpful. Thanks to Baltic Gender, these career development talks have now been extended to other areas of the university.



### lasting impact:

The idea of these career talks was developed within the Baltic Gender Project. The knowledge of how to conduct such interviews was directly incorporated into the design of these career talks with female employees.



### NEW:

A strong gender equality awareness within the institution and the willingness to promote women's careers using the few resources available.

### STAFF DEVELOPMENT:

Career talks were held to support women returning from parental leave. These enable women to start planning their next career steps.

# Gender bias in students' evaluations

Course experience questionnaire (2023) is an instrument for quality improvement in all courses  
regardless of field. Field questions that have general relevance to students.

**Specialisation**  
☐ Culture and creativity management  
☐ Retail  
☐ Sustainable service management  
☐ Supply chain management  
☐ Tourism

To what extent have you participated in the various course activities?

☐ 0%  
☐ 20%  
☐ 40%  
☐ 60%  
☐ 80%  
☐ 100%

Please answer all statements by marking the alternative that best corresponds with your opinion.  
1 = Fully disagree with the statement / 5 = Fully agree with the statement

	1 Fully disagree	2	3	4	5 Fully agree
It was easy to know the standard of work expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has developed my problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching has motivated me to do my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The workload has been much too heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course has sharpened my analytic skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually had a clear idea of what I was going to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This is a joint project at Lund University, which includes the Faculty of Science, the Social Sciences and Humanities, the Natural Sciences Faculty and the Theology Faculty. It is particularly remarkable because Lund University is a decentralised organisation and most of the current work on gender equality is performed within the faculties. The project aims to discover if and which kind of gender bias occurs in students' evaluations.

## AWARENESS BUILDING:

The project contributes to sharpening awareness of gender bias, which usually occurs subconsciously, so that people are not aware of it.





## Awareness

The idea for this project came from some students, members of the Equality Board of Lund University. A female student active in the student union has been the main actor in this project. She was funded by the project and supported by the key staff regarding gender equality work at the Faculty of Science, in order to finalize a report.

The idea of the report is to raise awareness among staff and students about the potential impacts of bias in students' evaluations. The project reviewed existing studies and, to get the local picture, the project group collected information from Lund University's various faculties and institutions about how course evaluations are carried out, how they are delivered and how they are used. Results of this project are: a research over-

view of the use of bias, a „toolbox“ for the design of course evaluations with less potential impact of unconscious bias, and an overview of the situation at Lund University. The project and the first results were presented to the faculties.

Gender bias is “prejudiced actions or thoughts based on gender-based perceptions that women are not equal to men” (EIGE). Bias can be both mediated and unmediated and can manifest in many ways, both subtle and less subtle. Several studies that have analysed course evaluations have shown that bias is present and that this has to be considered when individuals are assessed by course evaluations. Students' evaluations can affect women's career opportunities in many sectors, not just academia. There is a risk of devaluing women and minority groups when using course evaluations as assessment material for teachers' competence in employment and the like.

The next step in the project will be to present the outcomes to the study directors and to the Appointment Boards, in order to develop strategies for tackling bias. Moreover, the students will be informed of the results of the project.



### NEW:

The idea to investigate gender bias in students' evaluations, which is not consequently taken into account in research.

### GENDER BIAS:

“Bias is a cognitive process which can be defined as skewed information processing under the influence of context and accumulated experience. Broadly speaking, we act on the basis of internalised schemas, which we use to make the task of processing information efficient and manageable. [...] There is ample evidence that implicit gender bias plays a role in academia in several ways.” **Implicit bias in academia:** A challenge to the meritocratic principle and to women's careers – And what to do about it. LERU 2018.

# Progress on existing measures: dealing with sexual harassment



In addition to the new gender equality measures presented in this brochure which were initiated at the Baltic Gender partner institutions during the project period, existing measures have also been developed and improved. Here we would like to present the efforts that have already been made in preventing and dealing with sexual harassment. This topic will also be addressed here in more detail because during Baltic Gender, observations were made that ensuring a safe, non-violent working environment is an ongoing issue, regardless of whether an institution is in its beginnings or can already draw on decades of experience in the field of gender equality.

[A summary](#), including the progress made and lessons learned from the other gender equality activities, can be found on the Baltic Gender website.

## Tellus research project (LU)

After the #metoo debate, the three-year [Tellus research project](#) was initiated at Lund University by the vice-chancellor, with the aim of gathering knowledge on experiences and actual occurrences of sexual harassment at the university, as well as how the support for the organisation's handling of cases and preventive work can be fortified and developed. The main emphasis of the project was to listen to employees, students and doctoral students, hence the name Tellus (tell us). The project leader Anette Agardh, professor for global health, formed a project group with researchers drawn from law, psychology, work environments and sexual health. The summarised results from the questionnaire, interviews and focus groups were presented to the whole university in two webinars. A decision has now been taken at LU to enhance the support structure (with 1.5 full-time individuals) dealing with sexual harassment from 2021 onwards.

## Guidelines and procedures on dealing with sexual harassment (GEOMAR, CAU, UAS, IOW)

The German partner institutions implemented guidelines and procedures on dealing with sexual harassment. The aim of the documents is to raise awareness, inform and regulate. The guidelines make processes transparent and provide initial information to those affected. They include:

- a clear official commitment to zero tolerance of discrimination and violence
- an explanation of what discrimination and sexual harassment are
- which obligations the institution has towards those affected
- which contact and counselling centres are available
- the presumption of credibility of those seeking counselling
- a transparent outline of complaint procedures
- which measures and sanctions the institution can use to legally prevent further discrimination and punish offenders.

The institutions had assistance from professional consultants in the development of their guidelines and they further develop awareness workshops on dealing with sexual harassment.

The GEOMAR leaflet is specially designed for expeditions. Based on the Baltic Gender workshops on sexualized violence with a gender equality expert, GEOMAR cooperated with other seagoing German institutes to advance an **initiative** for a good way of working and living together at sea. The cross-institute initiative works closely with the German research fleet coordination centre and the shipping company BRIESE. They started to include a presentation on the topic in their onboard safety instructions. In the first year of the initiative (2020), [the developed products](#) will be tested on the German research fleet and adapted according to their needs.





## Main achievements of Baltic Gender – Baltic Consortium on Promoting Gender Equality in Marine Research Organisations

The United Nations proclaimed a Decade of Ocean Science for Sustainable Development (2021-2030). The required drive towards a sustainable and healthy ocean calls for the transformation of marine science, which is traditionally a male-dominated field with a significant lack of women in leadership and decision-making positions. The EU project [Baltic Gender](#) has supported and guided change in its eight partner institutions in the Baltic Sea region from 2016 through 2020 to reduce gender inequalities and to harvest the full capacities of women and men alike.

### Baltic Gender initiated structural changes in its institutions by

- establishing **gender-segregated data** collection for **13 indicators** such as "gender pay gap" or "sex of the chief scientist on cruises"
- implementing the **first Gender Equality Plans (GEPs)** at the level of the marine departments of the Estonian and Lithuanian partners
- collecting and promoting **13 best practices** on **structural changes** from project partners, such as the [Women's Executive Board](#) and the mentoring program [via:mento\\_ocean](#), which support equal chances, transparent processes and fair cooperation
- establishing [workshops and training sessions](#) on topics such as leadership and decision making, unconscious bias and gender conscious teaching

### Baltic Gender empowered scientific communities in marine sciences by

- bringing leaders of the future, decision makers of today and agents of change together in various activities such as leadership courses and informal grass-root meetings; and thus, offering numerous opportunities for **networking**
- an international [mentoring program](#), providing 16 early-stage women researchers with personal guidance, opportunities for networking and financial support for further qualification
- a [blog series](#) on the careers of 18 successful women scientists and engineers as **role models**
- support materials for policies that reconcile **work and family**

### Baltic Gender developed GenderWave

- [GenderWave](#) is an innovative tool, that supports the **incorporation of gender perspectives into marine research and innovation**. The tool consists of a series of questions and examples that guide scientists to consider gender issues in the context of their projects, a requirement that is increasingly advocated by funding bodies.



# Conclusions

This brochure shows that there has been an impact on the institutions which have developed new measures, besides the planned tasks for each institution, during the Baltic Gender project. The cooperation between the institutions has been very close, as many tasks were mastered together. This led to a large transfer of knowledge and each institution has benefited from the project. There has also been progress regarding gender equality in marine sciences.

This brochure emphasizes how the Baltic Gender project fostered a cultural change in terms of gender equality and supported a structural change within the institutions.

The project came to an end in August 2020. We are glad to have been a part of it and that our work has contributed to progress in gender equality in marine sciences around the Baltic Sea.

Baltic Gender One Pager:  
an overview of results and achievements.

## Imprint

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Marta Chiarinotti/CAU Kiel: p 3, 6, 18, imprint;  
CAU Kiel/thanks to Jolan Kieschke: p 8; Christian Lendl/Kiel UAS: p 10;  
Matthias Pilch/Kiel UAS: p 12; Kennet Ruona/LU: p 14;  
Viktorija Vaitkeviciene/KU: p 16; Kristin Hamann/GEOMAR: p 20;  
Başak Kısakürek Ibsen/GEOMAR: p 22.

### Drawing on the back

"I am the captain" by Rita Lukošiuūtė  
In 2017, Baltic Gender arranged the youth creative contest "Insight into women in Marine Science & Technology" to promote marine sciences and technology as a career path for youth. Rita Lukošiuūtė from Lithuania submitted the artwork shown on the back.



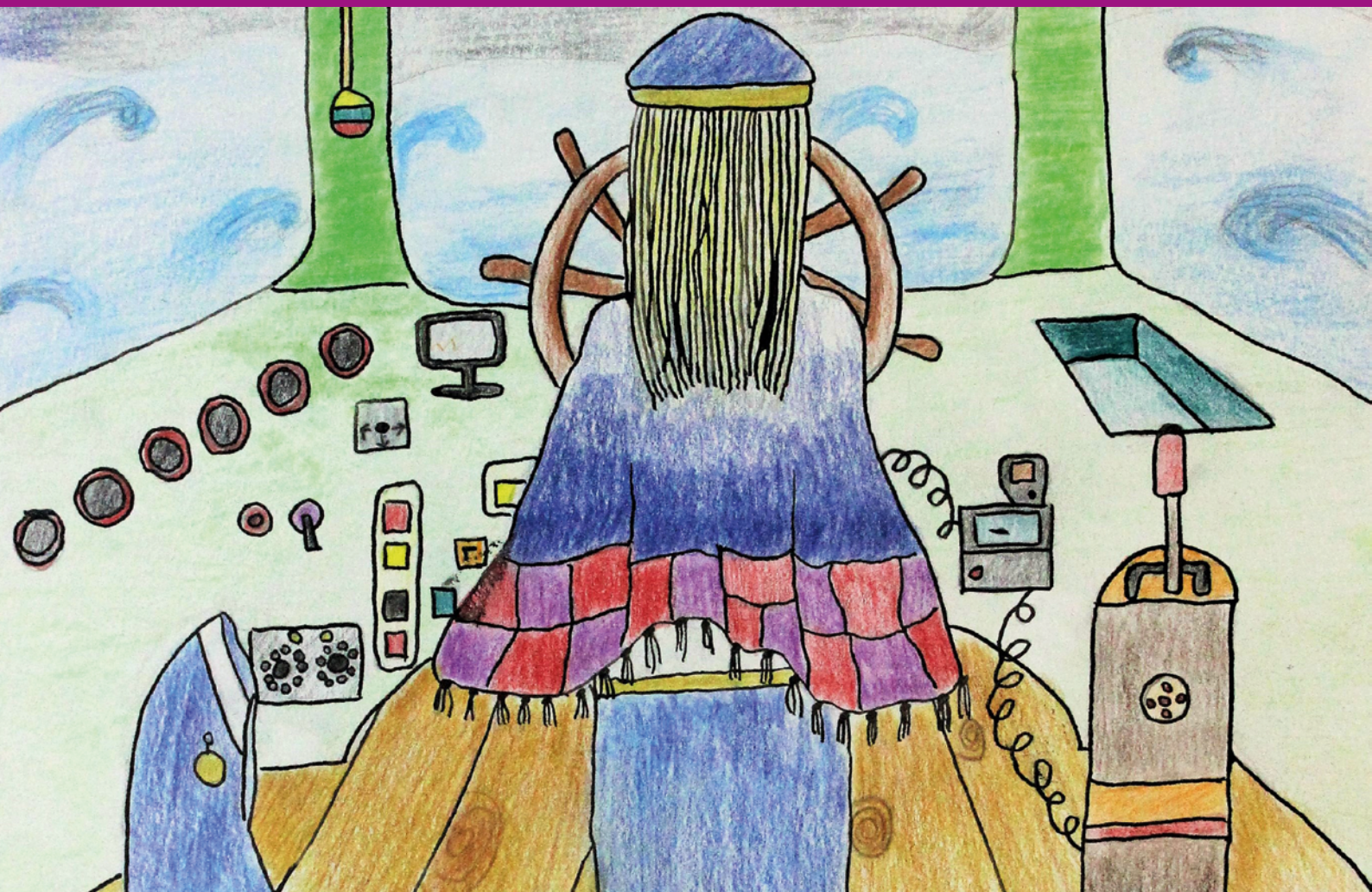
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Further information on [www.baltic-gender.eu](http://www.baltic-gender.eu)

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